

# Kentucky Teacher

SEPTEMBER 1998

## Teachers have voice in CATS development

By **Faun S. Fishback**  
Kentucky Department of Education

How did teachers Suzanne Guyer and Bob Young spend their summer vacations? Both contributed to Kentucky's education history as teacher representatives to the School Curriculum, Assessment and Accountability Council, which is the guiding force in developing Kentucky's new system of assessment and accountability, the Commonwealth Accountability Testing System (CATS).

They, along with the 15 other council members, are shaping Kentucky's effort to build a better set of tests for school and student accountability. Guyer is a 4th-grade teacher at Tamarack Elementary in Daviess County. Young is serving his second year of a two-year term as president of the Boone County Education Association. He returns to the classroom next fall at Conner High School.

Both have interesting stories to tell and lots of information to impart. However, neither has definitive answers about CATS. Those answers won't be known, Young said, for several months until the tests are actually developed.

"Teachers and administrators wanted to know before schools opened what to expect with CATS," said Guyer. "It didn't happen. But what we can say is that there will be testing in the spring of 1999, the next two years' scores will count, and there will be portfolios. I just tell administrators to tell their teachers to 'keep on keeping on.'"

Since May, the council has been hammering out recommendations about the testing system for consideration by the legislature and approval

of the Kentucky Board of Education. In October, the board will make many decisions about how accountability is determined.

"We've been under the gun, but I'm very satisfied" with the CATS development process, said Young. "We all know the strengths and weaknesses of the previous system and are working so we don't make the same mistakes twice. I'm very pleased with how the council is working."

The experience with developing CATS has been positive for Guyer as well. "I think [the composition of] the council is probably better than the legislators ever envisioned," she said.

"Everyone brings a different perspective and has the opportunity to voice opinions. I can tell teachers that their concerns are being heard and that teachers are a part of this process."

Prior to the awarding of the testing contract, two committees of classroom teachers met during August to develop a test blueprint and to evaluate norm-referenced tests proposed by testing contractors. The more than 200 teachers were chosen for their knowledge of Kentucky's "Core Content for Assessment." They represented every grade level, content area and geographic region. (See Pages 8 and 9.)

During the test blueprint meeting,

120 teachers reached consensus about the content coverage that will occur in the CATS tests. Teachers at the second meeting evaluated the match between the norm-referenced tests proposed by contractors and "Core Content for Assessment." Their findings will be used by the bid proposal evaluation team and the contractor selected to develop the new set of tests.

Both Guyer and Young encourage teachers to have confidence in CATS.

"There are a lot of perceptions of mistakes in KIRIS. We are developing a good product that should eliminate the problems and change perceptions," said Guyer. While CATS may have components similar to the old testing system, she emphasizes, "It won't be KIRIS with a new name."

"The time frame we're working on is rushed," Young said, "but there is no guarantee that we could develop a better testing system if we stopped everything and took two years to do it. I have confidence in this process."

"High stakes accountability has driven education changes in Kentucky probably faster than many like," Guyer added. "It is the intent of the legislature to keep the tension on schools to get student achievement, but not to stress anyone out. Not everyone will agree with every part of the final product — I probably won't — but teachers will definitely be part of its development process."

There are still many aspects of the CATS development process in which teachers can be involved, the educators said. To comment on CATS or to find out how you can be involved in the process, contact Robyn Oatley at (502) 564-3421 or [roatley@kde.state.ky.us](mailto:roatley@kde.state.ky.us).

### Kentucky Teacher Profiles



#### **Suzanne Guyer**

4th-grade teacher  
Tamarack Elementary  
Daviess County  
18 years of teaching in Kentucky  
2 years of teaching in Indiana  
Bachelor's degree: Purdue University  
Master's degree: St. Mary's College at Notre Dame  
Rank I from Western Kentucky University



#### **Bob Young**

Psychology & American Govt.  
Conner High School  
Boone County  
28 years of teaching at Conner High School  
President of Boone County Education Association 1997-99  
Bachelor's degree: Morehead State University  
Master's degree: Northern Kentucky University

### Constant CATS Updates

Check the Department of Education's Web site for the latest information on the development of the Commonwealth Accountability Testing System (CATS). Go to [www.kde.state.ky.us](http://www.kde.state.ky.us) and click on the link to CATS. You'll see links to the 1998 legislation that created CATS; background information on the development process; a time line for CATS development and decision making; minutes of the School Curriculum, Assessment and Accountability Council; and a CATS feedback document that invites you to comment on the development process.



# Commissioner's Comments

By Wilmer S. Cody, Commissioner of Education

## How safe is your school?

Last school year, unspeakable tragedies took place in five American schools. The communities of Springfield, Ore., Jonesboro, Ark., Edinboro, Pa., Pearl, Miss., and our own West Paducah, Ky., became the focus of national attention.

The news media quickly characterized these events as a "growing trend," and many parents, teachers and students were understandably fearful about going to school.

While nothing can minimize the pain and suffering of those closest to these tragic incidents, and while even one violent death in a school is too many, the fact is that our nation's schools are safe and getting safer. Violent deaths in schools have been on the decline for the past six years. The number of suicides and homicides has declined 27.3 percent from the 1992-93 school year through the 1997-98 school year.

In fact, researchers at the Justice Policy Institute recently reported data indicating that students are safer in schools than anyplace else, including

their own homes. For example:

- 90 percent of juvenile killings occur at home.
- More than 99 percent of all violent deaths of children occur outside of school grounds.
- The risk of a child suffering a school-associated violent death is literally one in a million.
- The number of school-related violent deaths in America fell from an average of 42 per year between 1992 and 1995 to 33 per year between 1995 and 1998.
- Ninety percent of principals surveyed during the 1996-97 academic year reported no evidence of serious violent crime. Eighty percent reported five or fewer crimes of any kind, serious or petty.

While parents can be confident that schools are generally safe, they can also be encouraged by thoughtful efforts to make them even safer. The 1998 General Assembly and Gov. Paul Patton enacted House Bill 330, which requires several actions to make schools safer and more effective. The

bill established a statewide program to help school districts develop innovative strategies for violence prevention and conflict resolution.

The bill mandated several actions, including these:

- Each school district must assess school safety and discipline during the 1998-99 school year and develop safety and discipline strategies by May 15, 1999.
- Each local board must formulate a code of acceptable behavior and discipline, and each school council must implement discipline and classroom management techniques to carry out that code.
- Principals must report to local law enforcement any "reasonable belief" that a student has committed certain acts of violence, possesses a firearm or possesses a controlled substance on school property.
- Certain criminal records about students must be made available to school transportation personnel.
- Notice of certain convictions and court judgments against a student

must be released to educators.

As we strive to make schools safe for all students, we must also make schools effective for all students by establishing alternative programs for those who are academically at risk. Throughout the improvement process, parents, students and educators can have confidence in the facts: Schools are among the safest places in our communities, and we are working hard to make them even safer.

Data excerpted from "School House Hype: School Shootings and the Real Risks Kids Face in America," a report issued July 29 by the Justice Policy Institute. The report is on the World Wide Web at [www.cjg.org/schoolreport.html](http://www.cjg.org/schoolreport.html). For a printed copy, phone (202) 678-9282. House Bill 330 is posted at [www.lrc.state.ky.us/record/98rs/HB330.htm](http://www.lrc.state.ky.us/record/98rs/HB330.htm) (click on the "HB330" link to download the statute). Print copies are available from the LRC Public Bill Room, Room 85, 700 Capitol Avenue, Frankfort, KY 40601; phone (502) 564-8100.

For information or assistance on school safety issues, contact Tom Willis at the Kentucky Department of Education at (502) 564-3930 or [twillis@kde.state.ky.us](mailto:twillis@kde.state.ky.us).

## Kentucky Teacher FORUM

*Open discussion about public education*

Each month, *Kentucky Teacher* presents a topic and invites teachers' responses. In future issues, we will publish as many representative responses as space will allow.

### This month's topic: Safety in schools

1. In response to the dramatic, highly publicized incidents of violence in schools, are you making any changes to help you and your students feel safer at school? If so, please describe.

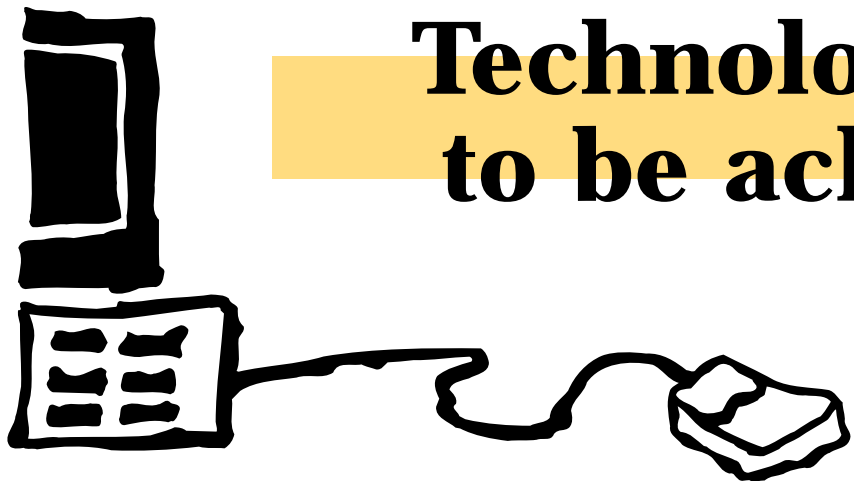
2. Who has the major responsibility for making schools safe?

To respond to one or both of these questions . . .

- e-mail to [kyteach@kde.state.ky.us](mailto:kyteach@kde.state.ky.us)
- mail to *Kentucky Teacher*, 1914 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601.
- fax to *Kentucky Teacher* at (502) 564-6470

Include your name, school, grade level, home or school mailing address, phone number and best time to call. *Kentucky Teacher* will verify all comments before publication.

*Your opinions count!*



# Technology master plan to be achieved by 2000

Increased state funding and participation in a new federal program will increase technology capabilities in Kentucky school districts over the next two years and help schools realize the goals of the state's technology master plan by the year 2000.

The Kentucky General Assembly has earmarked more than \$127 million in state funds for district technology activities over the next two years. Additionally, the federal Universal Services Fund will provide generous discounts to schools in the majority of districts for wiring and to all schools for data, voice and Internet services.

What this means to classroom teachers depends on where their schools or districts are on the master plan's implementation timeline. Generally, it means that during the next two years:

- Every Kentucky public school will be connected to the Internet through the statewide network and will have access to electronic mail, instructional software and a wide range of instructional support services.
- Schools that do not have a 1 to 6 computer/student ratio will be able to purchase hardware and software to meet that state goal.
- Money will be available to purchase computers for the almost 20,000 teachers who do not have a teacher-designated classroom computer.
- Every teacher in the state will have the opportunity to gain basic technology skills and engage in meaningful professional development concerning the integration of technology throughout the curriculum.

In updating the Master Plan for

Education Technology to reflect the new state appropriations, the Kentucky Board of Education placed strong emphasis on preparing teachers to use technology in ways that have a positive impact on student learning. The master plan budget incorporates \$4 million every year as a recurring expenditure level for training and professional development. This amount more than doubles previous funding.

"Districts have always been able to invest Kentucky Education Technology System (KETS) funds in teacher technology training," said Linda Pittenger, director of planning services in the Office of Education Technology. "The increase in funding for professional development sends a clear message that expectations for the technology program are high; the public wants to see results and wants to see results in every classroom. The challenge we face is to be deliberate and intentional about how we prepare teachers to use technology and how we support school councils as they think about the role of technology in school improvement."

Teachers with questions about technology professional development or their districts' plans for using state funds may contact their school and district technology coordinators. Pittenger suggested that school-based decision making councils call on their district technology coordinators and regional service centers for information about using technology to support the academic objectives in their schools' consolidated plans.

For more information, contact Linda Pittenger at (502) 564-2508 or [lpitteng@kde.state.ky.us](mailto:lpitteng@kde.state.ky.us).



Photo by Rick McComb

**MASTERING TECHNOLOGY** — Franklin County's Kim Blankenship (foreground) and Anderson County's Jane Thompson were among the instructional technology leaders sharpening their computer skills during the summer.

## Talk to us!

Teachers: *Kentucky Teacher* wants to know what you think, what you need from the Department of Education, what you want to see in future issues.



E-mail [kyteach@kde.state.ky.us](mailto:kyteach@kde.state.ky.us)



Phone (502) 564-3421 or (800) 533-5372  
(toll free in Kentucky)



Fax (502) 564-6470



Write *Kentucky Teacher*  
1914 Capital Plaza Tower  
500 Mero St.  
Frankfort, KY 40601





## Student Technology Leadership

# Elementary students become community's tech consultants

By Faun S. Fishback  
Kentucky Department of Education

A technology showcase, a computer presentation about the community and computer training for senior citizens are spurring primary and elementary students in the Brownsville Elementary Student Technology Leadership Program to make the connection between what they learn now and how that translates into future jobs.

"The Student Technology Leadership Program at Brownsville has been great," said primary student Rachel Priddy just before school ended last spring. "We learn how to use all kinds of technology and ways we can use it to make money. The best part is it isn't like work, it is fun! ... Working with the grown-ups was fun."

Two years ago, Brownsville students held a technology showcase for business leaders. Many of the 400 participants left with business cards, buttons, stationery and other "goodies" produced by the students using classroom technology.

"The community became really excited about what our kids are learning," said Terri Stice, then the technology coordinator for the school.

During another Student Technology Leadership Program project, students taught residents at a local nursing home to use computers. "I liked watching their faces when they saw

me — just a little boy — put that computer together," primary student Craig Cassady said.

The next project peaked community interest even more. Using a digital camera and their interview skills, the elementary students prepared a PowerPoint presentation, "Who You Should Know and Where You Should Go in Edmonson County." Students showed it at the county fair.

It was after a repeat showing at the local Chamber of Commerce banquet that Brownsville Deposit Bank President Larry Ramey approached Stice about getting students to improve the bank's Web site, [www.brownsvilledeposit.com](http://www.brownsvilledeposit.com). The site was very basic, he said. All it offered visitors was a single statement: "Future Home of Brownsville Deposit Bank."

"I envisioned a site not a lot more impressive than our original site, but something that would be acceptable for a few years," Ramey said. "It became immediately apparent that the kids had the tools and expertise, not to mention the desire, to do more than I ever dreamed possible."

Ramey provided the text for the site and remained in e-mail contact with the students. Each week for 45 minutes in the school's computer lab the students searched the Internet for examples and found the graphics and animation that made the site interesting. Stice, for security reasons, did the

Photo by Rick McComb



**Brownsville Elementary students Amy Payne and Drew Cassady watch the computer respond to commands to scan and crop a digital photograph.**

actual Internet posting.

Ramey liked the results. "Pleased doesn't begin to describe how I feel about the performance of these kids," he said. "Amazed is a much better description. ... The interaction between the participants in this project and myself has given me a much better insight into how our school system can work to benefit the entire community and provide our children a good education."

In July, the Kentucky Bankers Association named the Brownsville bank the "PEP Bank of the Year" in the original program category. PEP — the Personal Economic Program — supplies economic education assistance to schools and school systems.

While completing work on the school's own Web site, Stice also was laying the foundation for another project. The local tourism commission wants Brownsville Elementary students to develop a Web site that will include maps and photos of Edmonson County points of interest.

Stice said every project is a good learning experience. "Students who work on these projects take their newfound skills back to the classroom and are able to share with other students and their teachers," Stice said.

"I like working on technology projects," said Sarah Elmore, a 4th-grader. "There are so many cool things to learn how to do."

For more information about the Student Technology Leadership Program in Edmonson County schools, call Terri Stice, now the district technology coordinator, at (502) 597-2101, or send e-mail to [tstice@edmonson.k12.ky.us](mailto:tstice@edmonson.k12.ky.us).

### For more information . . .

Want assistance starting or energizing a student technology leadership program at your school? Call state STLP project coordinator Elaine Harrison at the Department of Education at (502) 564-7168 or send e-mail to [eharriso@kde.state.ky.us](mailto:eharriso@kde.state.ky.us). Look for STLP student involvement, demonstrations and activities at the Kentucky Education Technology Conference, March 4-7, 1999, in Louisville. For conference details, visit [www.kde.state.ky.us/ketc99](http://www.kde.state.ky.us/ketc99) on the Web or phone (502) 564-7168.

### Brownsville teachers learn technology, too

Students aren't the only ones at Brownsville Elementary who were enticed by Terri Stice to learn technology. While serving as the school's technology coordinator, Stice developed a technology rubric for teachers. Each teacher who accomplished the 10 technology skills on the rubric got a CD-ROM installed in his or her classroom.

Stice installed quite a few CD-ROMs last year. Teachers completed the rubric not only to earn the reward but also to keep up with their students.

"We've got some primary, 4th- and 5th-graders who are very experienced in keyboarding and computer operating systems," Stice said.

# Science and mathematics: Who needs them?

## National report links academics to the world of work

*Editor's Note: This page presents excerpts from "The Formula for Success: A Business Leader's Guide to Supporting Mathematics and Science Achievement," May 1998. Educators may find the information helpful when seeking community support for academic programs. (Suggestion: Send copies of this page to local employers.) The information may also be handy to have on hand when students dealing with mathematics and science challenges ask the inevitable question: "Why do I need to learn this stuff?"*

Today's economy demands more than rote skills. It demands analytic power, disciplined thinking and creative imagination. Mastery of mathematics and science concepts is the foundation on which to build the skills necessary for success in today's changing economy. Why are mathematics and science integral to the modern workplace?

### Mathematics and work

- ... Almost 40 percent of all 17-year-olds do not have the necessary mathematics skills to hold down a production job in manufacturing.
- When the National Skill Standards Board commissioned pilot projects to outline baseline skills in 12 industry sectors, 11 of the 12 reports recommended "some form of mathematics mastery beyond basic math ... ."
- The level of mathematics proficiency now required for entry-level jobs in many fields is ratcheting upward. Manufacturing skill standards call for workers to "explain calibration requirements of various instruments." Automobile-autobody technicians should be able to "calculate the average (mean) of several measurements to determine the variance from the manufacturer's specifications." Welders should know how to "convert metric to customary units and vice versa."

### Science and work

- Among "new basics" for entry-level workers at Intel are one year each of chemistry, physics and electronics, plus a firm grasp of basic science.
- An entry-level automobile worker, according to an industrywide standard, needs to be able to apply formulas from physics to properly wire the electrical circuits of a car.
- According to a survey conducted for the Bayer Corporation, 84 percent of corporate human resource directors believe that "science literacy will be a requirement for entry-level jobs in the future."

### The business perspective

- In a survey of 430 CEOs of product and service companies ..., 69 percent reported the shortage of skilled, trained workers as a barrier to growth, up from 59 percent the year before. Job vacancies and high remedial training costs prevent companies from providing ... cutting-edge, industry- and job-specific training ... .
- According to the National Association of Business Economists, 50 percent of companies surveyed in January 1997 reported skilled labor shortages nearly doubling since a survey in July 1995.
- According to the Information Technology Association of America (ITAA), "Slagging interest in mathematics and science among U.S. students is creating a shortage of skilled information technology workers. ... The problem is not limited to high-tech firms. Companies like Federal Express that rely on information systems to service their customers find that a lack of skilled information technology workers is hurting them as well."
- "... Almost 90 percent of manufacturers report a dearth of qualified

workers in at least one job category ... ,” according to the National Association of Manufacturers. In a survey that drew responses from about 450 manufacturers of all sizes, the association found that “more than two-thirds are having difficulty improving productivity (37 percent) and upgrading technology (36 percent) due to employee skill deficiencies; half found it difficult to empower employees to take on more line responsibility.”

### How can business help?

- Articulate workplace academic skill requirements; communicate these needs to schools, parents and students on a regular basis; ensure these skills are incorporated into academic standards.
- Support more rigorous teacher training that incorporates mastery of content as well as its application to success in the workplace.
- Support programs that expose students to the world of work.
- Support the use of student and system performance data that are clear, reliable and broadly disseminated.
- Use student achievement in hiring decisions to send the message to all students that academic achievement is important.
- Encourage employees ... and other community stakeholders to increase their involvement with local schools to help students achieve challenging academic standards.

### For more information . . .

"The Formula for Success: A Business Leader's Guide to Supporting Mathematics and Science Achievement" (May 1998) offers strategies and resources for school-business partnerships that support mathematics and science education. The guide also includes evidence of the link between students' mathematics and science achievement and their future opportunities; and examples of entry-level requirements in manufacturing and service sectors.

The guide, developed under the leadership of the National Alliance of Business, Business Roundtable, U.S. Chamber of Commerce and U.S. Department of Education, is available at the Business Coalition for Education Reform Web site at [www.bcer.org/timss](http://www.bcer.org/timss).

**On the next  
two pages:  
Perspectives from  
two award-winning  
science teachers**

**Coming in the  
October issue:  
Spotlight on  
algebra for all  
students**



# Primary students race into science

By Faun S. Fishback  
Kentucky Department of Education

In animated huddles, students at Sandy Hook Elementary walk around their classroom poking popsicle sticks into containers and waving their hands over beakers to determine if the contents of certain pairs are similar or different. The primary students are using their senses to observe, sharing their observations and having fun doing it.

Making science enjoyable and interesting is Maggard's goal. "If you enjoy something," she said, "you'll learn."

This approach helped earn Maggard a 1997 Presidential Award for Excellence in Science Teaching, the nation's highest honor for science teaching in elementary and secondary schools.

Maggard was a confessed by-the-book teacher until she "was volunteered" to be a part of the PRISM project. The philosophy of the project caused Maggard to embrace a different type of science teaching that incorporated a variety of learning activities in addition to the textbook.

"It changed my whole concept of teaching science," she said. "Without it, I'm certain I wouldn't be seeing the success in my students that I am."

Now, she looks beyond textbooks and uses different ways of teaching to reach her students. She believes in a hands-on, minds-on approach that offers a variety of activities to attract different levels of learners and excite them about learning. "I'm trying to teach the whole child," she said.

Maggard may collaborate with other science teachers in her building or work in partnership over the Internet with rangers at Bryce Canyon National Park.

"The world consists of science. It's everywhere you turn," she said. "You've got to find ways to keep it interesting when you teach it."

Two years ago, Maggard developed an interdisciplinary unit on auto racing to engage students and give them



Lacy Bevins and J.R. Reynolds use their senses to discover similarities and differences in look-alike materials during a hands-on, minds-on activity in Vanessa Maggard's primary science class.

real-world experiences with science and mathematics. She submitted the unit as part of the nomination process for the Presidential Award.

Maggard's primary science classes keep in touch with Bill Elliott's Winston Cup racing team, the Diamond Ridge Motorsports Team and the Hardy Motorsports truck team. The students raised money to buy teddy bears that travel with the teams to all their racing sites. The bears send postcards telling where they've been, how many miles they've traveled, how long they were gone and what the weather was like. Students chart this information on maps and use it in classwork.

Maggard's primary science students have studied aerodynamics, gravity and the different shapes of race tracks, applied the concepts of model and scale, discussed health and safety, and learned measurements. The students learn geography first-hand through their bears' travels and photographs. The students took an electronic "trip" to Charlotte (N.C.) Motor Speedway, and Bill Elliott's race car and a driver have visited the Sandy

Hook campus.

"The team members are showing the students the human side of racing," Maggard said. "The shop manager for the Diamond Ridge team is

female, so the girls learned to get past stereotypes and found out racing isn't just 'a guy thing.'"

This year, Maggard returns to the classroom with new experiences to share with her students and other Sandy Hook teachers. She attended Space Camp for Instructors this summer at Titusville, Fla. "You've got to keep on learning," she said. "Just because you're a teacher doesn't mean you can't continue learning."

To other teachers, Maggard offers this advice from her own experience:

- Have confidence in yourself and keep growing professionally. Don't become a stick in the mud. Take advantage of professional development opportunities.
- Take time to develop units and do research. Become an expert.
- Be flexible. Address change as a good thing.
- Use nearby resources. But if you can't find help nearby, don't be afraid to reach out to find it.

Teachers can send questions and comments to Maggard at Sandy Hook Elementary, P.O. Box 708, Sandy Hook, KY. 41171; phone (606) 738-8405; e-mail [maggr@mrtc.com](mailto:maggr@mrtc.com).

## Kentucky Teacher Profile



### Vanessa Maggard

Primary Science Teacher  
Sandy Hook Elementary (Elliott County)  
Teacher for nine years  
Graduate of Morehead State University  
Certified to teach grades 1-8  
Kindergarten endorsement  
Master's degree in education with emphasis in nature and needs  
Rank I and instructional supervisor certification  
Prism science specialist  
Member: Kentucky Science Teachers Association, Society of Elementary Presidential Awardees

# Science teachers can capitalize on professional development

**By Faun S. Fishback**  
Kentucky Department of Education

Visitors to Russell Middle School in Greenup County immediately know science is an important part of the school curriculum. Photographs of the school's Science Olympiad teams hang in the front hallway alongside those of its sports teams.

For three of the past four years, the Russell Middle School team has been Kentucky's Science Olympiad champion. The team's coach, Susan Y. Nichols, is a winner herself, a 1997 recipient of the Presidential Award for Excellence in Science Teaching. The Presidential Award is the nation's highest honor for science teaching in elementary and secondary schools.

Nichols says a combination of classroom strategies, professional development and self-motivation contributed to her winning. She plays to the squirms and touchy-feely habits of middle-schoolers to reach students in her science classes. She uses as many different types and levels of activities and manipulatives as she can put into students' hands.

"My students use everything from marshmallows for genetic studies to

graphing calculators for analyzing mathematical data collected during lab investigations," she said.

She collaborates constantly with mathematics teacher Mollie Damron. The data collected in her science classes can be reevaluated in the mathematics classroom and used for portfolio pieces. "This gives the students a real-world sense of how connected these subject areas are in daily use," she said. "If you put students into real-world problem-solving situations and use performance tasks, they will remember what they learn."

A poster in her classroom emphasizes this philosophy:

**Tell Me, I forget.  
Show Me, I remember.  
Involve Me, I understand.**

Nichols believes that every student can learn. She offers these tips to other teachers:

- Put manipulatives in students hands and make them active learners.
- Believe they can learn.
- Help students be successful.
- Take risks as a teacher. Try things you aren't comfortable trying. "There is something to be learned from fail-

ures, too," she said.

- Believe in yourself and enjoy the students. "They're great! They'll keep you young," she added.

Nichols also recommends that teachers join professional organizations, attend every professional development opportunity their district will allow, and network with other teachers and education professionals. "I have *worked* at this since my undergraduate days," said the 15-year teaching veteran. A professor at the University of Kentucky had students attend a Kentucky Science Teachers Association conference to fulfill a class requirement, and Nichols says membership in the organization since then has enabled her to grow professionally.

"I can truly say that I now have a national as well as an international network system at my fingertips," she added. "There is something for you under every rock. Professional organizations not in your field but connected will give you invaluable ideas and insights."

She also maintains contact with consultants at the Kentucky Department of Education, the department's regional service center, the Appalachia Rural Systemic Initiative and the Appalachia Educational Laboratory.

Nichols advises teachers to read professional journals to keep up to date on education issues. "Teachers need to know content — big time," she emphasized.

She also suggests setting goals. "I write down three items I want to accomplish during the school year," she said. "I tape the list to my desk and visit it weekly to assess my progress. By accomplishing three things a year, I increase student learning in my classroom tremendously." One year, a goal was to design a performance event each month. "I've done this for the past six years," she continued, "and I now have numerous tasks I can use."

Nichols welcomes teachers' inquiries and ideas. Contact her at Russell Middle School, 707 Red Devil Lane, Russell, KY 41169; phone (606) 836-8135; e-mail [snichols@dragg.net](mailto:snichols@dragg.net).

## Kentucky Teacher Profile



### Susan Y. Nichols

Middle School Science Teacher

Russell Middle School  
(Russell Independent)

Teacher for 15 years

Graduate of the  
University of Kentucky

Bachelor's degree in secondary  
education with majors in  
chemistry and biology

Master's (science) degree from  
Morehead State University  
in biology

Master's (arts) degree from  
Morehead State University in  
secondary science education

Rank I certification from  
Morehead State University

President, Kentucky Science  
Teachers Association



Photo by Rick McComb

A series of pulleys challenge Erin Faulkner and Will Lewis to use mathematical formulas to find answers to a science question in Susan Nichols' classroom.

## For more info on science instruction . . .

- Consult "Program of Studies for Kentucky Schools, Grades Primary-12" on the Web at [www.kde.state.ky.us/blrs/ocaa/dcad/POS/tocpos.html](http://www.kde.state.ky.us/blrs/ocaa/dcad/POS/tocpos.html) (printed copies scheduled for mailing to schools during September).

- Check the companion "Implementation Manual," coming to schools soon.

- Read "Transformations: Kentucky's Curriculum Framework," available in school and district offices and on the Web at [www.kde.state.ky.us/blrs/ocaa/dcad/Trans/trans.html](http://www.kde.state.ky.us/blrs/ocaa/dcad/Trans/trans.html)

# Teachers draw the blueprints for Ke

## A STATUS REPORT ON THE COMMONWEALTH ACCOUNTABILITY TEST

By Faun S. Fishback  
Kentucky Department of Education

Just as an architect plans and measures each aspect of the project being designed, Kentucky teachers were at the drafting table this summer drawing a blueprint for the Commonwealth Accountability Testing System (CATS). At a meeting Aug. 13 in Louisville, teachers representing core content areas at every level in each education region came together with a single mission: To use their best-practice experience and take a forward look at what CATS will ask Kentucky students to know and be able to do into the next century.

Armed with copies of their subject- and grade-level guides from the "Core Content for Assessment," the teachers began the design process. Individually, they ranked how they thought questions on the CATS tests should be distributed according to the content area subdomains. Then they discussed and defended their rankings to reach consensus about the distribution for their grade levels. The next step brought together the three grade levels by content area to reach consensus on how the content distribution would be distributed across the levels. Their suggestions and com-

ments are reflected in the final instructions to be given to the testing company chosen to create Kentucky's new set of tests.

During the day's activities, *Kentucky Teacher* followed the discussions among middle school teachers in the arts and humanities and practical living/vocational studies content areas, then touched base with teachers who worked on content coverage in other academic areas. Discussions at every table were focused and covered a range of opinions about the test content and the CATS development process. In one exchange, Brenda Hester, humanities and literature teacher at Mason County Middle, said, "Having input makes me feel good about the process."

"We'll see if it's used," June Nicholson responded. Nicholson, who teaches physical education at Lacy and Belmont elementaries in Christian County, said she hopes the people making the test questions use the data the teachers discussed.

On these pages are comments from some of the other teachers who participated in the test blueprint meeting.



**Cheryl Shafer**  
**Orchestra**  
**Iroquois Middle, Jefferson County**

Shafer, who served as table leader for the middle-level arts and humanities group, said, "The more people you get involved, the more ideas you get." She added that getting together with other teachers from all areas of the state has been beneficial to her over the past few years. "It's neat to see the different ways schools in other areas get around not having [arts] resources that other areas have. They are very creative in delivering content to their students. I really like the sharing of ideas."

**Saundra Savells**  
**Practical Living**  
**Myers Middle School, Jefferson County**

"I hope school systems will use us as a resource [blueprint development process] to teachers so they can come from Alaska."

**Ginger Bard**  
**Goals 2000 Arts and Humanities**  
**Resource Specialist**  
**Middle School Level**  
**Fulton County, Fulton Independent**  
**and Hickman County**

"I'm really pleased. The teachers involved know what they are teaching and know where it needs to be assessed. The tests will be designed around what's being taught following the core content. Who could ask for more? ... I think teachers should be reassured and comfortable with this process. It's our peer teachers who are developing the test we'll be using."





# Kentucky's new tests

## TESTING SYSTEM

**Susan Nichols**  
**Science**

**Russell Middle School, Russell Independent**

Nichols commented on the “talented group of teachers” brought together for the blueprint meeting. “I’m especially glad to see the different professional organizations represented,” she said. “This is tremendous, allowing teachers in at the ground level of this test development.” She said she is excited to see what the vendors propose but thinks the science test written for the previous testing system is already the “best assessment out there for science.”

Nichols echoed the middle school arts and humanities teachers (see next column), suggesting that performance events could be a better measure of student proficiency in science.



**Dwayne Roberts**  
**5th- and 6th-Grade Social Studies**  
**Eminence Middle School**

Roberts said he had been “scared about coming to the meeting” because he really didn’t know what to expect or what was expected of him. He said it was a “positive experience. It gives me a more positive outlook.” He had not been involved in any assessment development activities before, so he was surprised to be at a table with other teachers who had helped form Kentucky’s core content, write test questions for the previous state assessment, and revise the program of studies. “I’m going back to school and spread the word that teachers have more say than we think we do.”



Photos by Rick McComb

**Gina Smith**  
**Art**

**Walton-Verona Elementary School,**  
**Walton-Verona Independent**

“It is exciting — just wonderful — to share my ideas about assessment with other teachers. [Having teachers weigh the assessment for each content area] is a step in the right direction. Teachers are the ones who translate the information to the children. This is a big link.”

Smith said she considers arts and humanities a tough area to assess because it’s hard to know what resources are accessible to children in all areas of the state. Still, she said, it’s exciting to think about where teachers want their students to be in the future. She, along with other teachers at the middle-level arts and humanities table, suggested creative ways to assess content beyond a paper-and-pencil test. Because it involves such “physical” activities, those teachers leaned toward performance events to assess knowledge in dance, music, drama and art.

“Art is a performance-based discipline,” she said. “Kids flourish in the arts areas when they can demonstrate their talent, be creative. They love to shine. It will be interesting to see how this comes about.”

**Chuck Blank**  
**7th-Grade Science Teacher**  
**Bell County Middle School**

Blank thought it was a great day of exchanging ideas to reach consensus. “We had a few points of discussion [when teachers at all levels compared content from grade to grade] but no really contentious issues. It was a good mix of teachers who have long been involved with assessment and teachers who never have been.”

He mentioned that more and more information about education reform seems to be available. He is keeping up-to-date on CATS by visiting the Department of Education’s Web site ([www.kde.state.ky.us](http://www.kde.state.ky.us)).

n County

e to explain this  
y don’t think CATS

# State-level accountability programs can boost school-level performance

*Editor's Note: This page presents sections of an article published in "WCER Highlights" (Vol. 9, No. 4), a publication of the Wisconsin Center for Education Research, UW-Madison School of Education. Ellipses denote the location of deleted material.*

*While the research findings described in this article are based on a state assessment system now in transition, the findings refer to instructional change, which remains relevant to student achievement and success in any future assessment and accountability system.*



Carolyn Kelley

A state-level accountability program can lead to significant improvement in school performance, according to recent studies by University of Wisconsin-Madison Education Professor Carolyn Kelley. She found that Kentucky schools successfully meeting student achievement goals in the state's school-based performance award program did so by making considerable changes in curriculum and instruction.

Kelley found distinct differences between award-winning schools and non-award-winning schools in the Kentucky Accountability Program. She studied 16 schools selected to represent elementary, middle and high schools in various geographic regions and reaching various levels of success in their accountability goals. ...

## Strategies for meeting accountability goals

Studying the 16 schools, Kelley wanted to determine what differentiated the award-winning ones from the non-award-winning ones and how some schools that had received a poor score the first year changed to perform as successful schools the next year. Kelley found that the most successful schools

- aligned curriculum with the assessment instrument;
- incorporated writing and other test-taking skills into the regular curriculum;

- focused high-quality professional development activities on gaps in teacher knowledge and skills.

Principal leadership and a focus on achieving rewards were critical factors in achieving reward status, except in the highest achieving schools. In these schools, exceptionally skilled and professionally connected teaching staffs worked with principals to focus the curriculum and instructional program. The schools receiving rewards in both the first and second cycles all had extraordinarily skilled teaching staffs ...

[who] had direct contacts with the state's accountability program through professional ties and as current or past members of state committees. ... They

used draft curriculum guides and analyzed test results from previous assessments to modify their curriculum to address weak areas. ...

The low-success schools lacked the characteristics and strategies of high-success schools. For example, the elementary school in reward status the first year but in decline the next did not incorporate [state] goals into its curriculum program. Teacher leaders in this school made no attempt to modify curriculum and instruction to [state] goals. ...

The reward/decline middle school

*In [the highest achieving] schools, exceptionally skilled and professionally connected teaching staffs worked with principals to focus the curriculum and instructional program.*

had a stronger professional culture but had several major education reform initiatives underway that competed with [the state assessment and accountability system] and absorbed the attention of teachers in the school.

Some poorly performing schools were able to achieve reward status in the second cycle. ... Schools identified as in decline received financial resources and were assigned a distin-

guished educator who provided developmental guidance. The combination of rewards, sanctions and developmental interventions seems to provide a powerful package that has the potential to address

organizational and individual barriers to successful organizational change, Kelley says.

## What motivated teachers

... For most teachers in reward schools, a cash bonus was a nice acknowledgment of work well done, but not an incentive that drove their behavior. At the same time, the ... bonus seemed to provide an important signal to teachers, principals, dis-

trict administrators and the public about what educational goals the accountability program valued. ...

Teachers were also motivated to avoid [school] sanctions ... (having to submit a transformation plan to the state and being assigned a distinguished educator) because of the resulting negative publicity. ... A few teachers and principals also said they were motivated by fears of losing professional autonomy or job security. But many were motivated by professional pride; they wanted positive public recognition and they wanted to see their students achieve. ...

## Implications

The Kentucky accountability program created a crisis or galvanizing event that research suggests is needed for meaningful organizational change to occur, Kelley says. ... The program provided teachers clear, specific and challenging goals to strive for and enabled them to focus curriculum and instruction on these goals rather than any of the other myriad possible goals. ...

For more information on this and other studies related to Kentucky's assessment and accountability system, contact Carolyn Kelley at [kelley@mail.soemadison.wisc.edu](mailto:kelley@mail.soemadison.wisc.edu). The full text of this article and other issues of "WCER Highlights" are available on the Web at [www.wcer.wisc.edu/](http://www.wcer.wisc.edu/).

# Students learn more than how to work in a restaurant

By Faun S. Fishback  
Kentucky Department of Education

"Economics to Dine For" is more than just a catchy title. It was a unit of study at Hazelwood Elementary in Jefferson County last spring. Through this unit, primary and 4th-grade students discovered the economic interdependencies among producer, supplier and consumer. Along the way, they learned more about their lives and the working world around them.

Economics to Dine For offers students a heaping helping of economics and social and academic experiences. They learn mathematics, science and nutrition as well as consumer education, etiquette and employee hygiene.

Teaching economics — and these life concepts — through the restaurant industry is just one of several lessons developed by Hazelwood's Judy Vowels, who teaches 4th grade, and Betty Maloy, who teaches primary. Their 10 lessons, along with vignettes about 10 Kentucky entrepreneurs, were published this past summer and distributed by the national Economics America program. (See note below.)

To prepare for the unit, the Hazelwood youngsters visited several Louisville businesses and restaurants. They found out about food supplies and what is available to restaurants during a visit to Sysco Louisville Food Service Co. They learned about nutrition and shopped for ingredients at Kroger.

The executive chef at the Seelbach Hotel talked to them about his responsibilities. During a visit to Mamma Grisanti's Italian Restaurant, the students learned about other restaurant jobs. The manager taught the youngsters, many of whom had never had a formal dining experience, how to swirl pasta.

### Fast food experience

The 19 students in Maloy's primary class studied the three jobs — cook, server and host — necessary for operating their "Little Cooks' Restaurant." One warm spring day last school year, they treated their younger primary "buddy" class to bagel pizzas, punch and suckers. The students also were responsible, with little oversight from Maloy, for creating their own chef hats and name tags, solving production problems among themselves and judging writing samples to decide which class member would write the menu on the chalkboard.

It was during their buying trip to Kroger that a student remarked to Maloy, "Everybody seems happy to work here." Some students, because they know few working adults, commented on the high numbers of "years of service" displayed on employees' name tags. Maloy used the opportunity to tell those students that many

adults are in the work force for 20 or more years.

### Upscale dining

The 4th-graders chose to operate "Denaro Ristorante," which means "Money Restaurant" in Italian. They invited those who had taught them about the restaurant industry for lunch in their classroom, converted to an upscale restaurant complete with soft music, tablecloths, china and glassware. Their menu included Producer Salad, Entrepreneur Lasagna, Specialization Garlic Bread and beverages.

The older students also chose jobs. Liam Nguyen greeted the guests and escorted them to tables. Three students were waiters; several more cleared tables and washed dishes. Other class members decorated chair covers, designed placemats and menus, created a room divider with photographs and clippings about Italy

or sang an economics song for the guests.

In the kitchen, 4th-grade "executive chef" Gerard Green said the unit was a great way to learn the restaurant business. Cooks Ashley Tabor and Mark Bramel liked their jobs because they "got to taste what we cooked." All three agreed the best part was learning economic vocabulary words, like interdependence and specialization.

The perfect ending for the meal was Opportunity Cost Dessert, provided by Jane Johnson's class for primary students with special needs. They learned about ingredients for the dessert before they established "The World's Finest Cheesecake Shop" and baked the treat for Denaro Ristorante.

Jimmie Clark, president of Sysco, talked with other diners about the economics unit.

"This got students out of the classroom and gave them a glimpse of what they have to look forward to," Clark said. "A lot of first jobs are in the restaurant industry. It's hard work, but if you can learn to work in a restaurant, you can probably work anywhere!"



Photo by Rick McComb

Judy Vowels helps the kitchen staff put finishing touches on the Entrepreneur Lasagna at "Denaro Ristorante," which means "Money Restaurant" in Italian.

*Note: Economics America, sponsored by the Kentucky Council on Economic Education, offers several other P-12 programs aligned with school-to-work. The main office is in Louisville, and there are regional offices around the state. For more information about Economics America, phone (502) 584-2100 or visit the Kentucky council's Web site at [www.win.net/econky/](http://www.win.net/econky/). To learn more about how Maloy and Vowels use the economics lessons at Hazelwood Elementary, phone them at (502) 485-8264.*



# Academics, arts and community “connect” for elementary students

By Sharon Crouch Farmer  
Kentucky Department of Education

By drawing parallels among families, communities, academics and the arts, New Haven Elementary's Arts Connections Program lived up to its name.

This integrated curriculum, developed during the summer of 1997 by a team of teachers including arts specialists and generalists, brought five 4th-grade classes an integrated look at the arts through the eyes of their Boone County community. Art teacher Norita Alexander worked with seven other teachers through the summer to write a curriculum that, first, would prepare 4th-graders for the arts and humanities requirements they would face in the 5th grade.

“We also wanted the students to get a feel for the value of the arts in their everyday lives and how the arts can be used across the curriculum to make learning other content fun,” Alexander said. “The entire school tuned in to what was going on.”

The Association for the Advance-

ment of Arts Education, based in Cincinnati, selected New Haven from more than 200 applicants to be one of 20 pilot sites for Arts Connections. Principal Martha Kimble supported the application process and provided the administrative support necessary to bring the program to fruition.

Arts Connections includes student visits to professional events, experimentation with various art forms, journaling and developing multimedia presentations. The curriculum must meet national, state and Ohio Comprehensive Arts Education standards and exercise 10 practical skills defined by the program.

The New Haven curriculum focused on interpersonal relationships. How did that fit with art, mathematics and science? Through activities such as drawing a map and creating symbols for places in the community, decorating grocery bags to illustrate creative uses of resources, drawing an arrow graph to develop a family tree and writing a persuasive article about a community issue.

The curriculum was quite strong

## BENEFITS:

- Learning became fun.
- Children were given choices (even in science and mathematics) in how they would learn.
- Individuals, families, students and parents worked together.
- Students were active learners.
- Teachers began to realize the value of the arts and how to use them to teach.
- Students got the message that teamwork was important beyond the world of sports.

for several reasons, according to Jimmie Dee Kelley, arts consultant for the Kentucky Department of Education. “All four arts components were included, the thorough integration of content enhanced learning, the school linked to community resources, specialists and generalists worked together, and there was strong administrative support and parental involvement,” she explained.

The projects also included an assessment rubric and a documentation plan. Teachers kept journals with photos of student participation, samples of their writing and projects, state test scores and community reactions.

“We start our day at 8:15 a.m., and the team and faculty would meet before school to iron out any issues,” Alexander said. “We continually communicated during planning times and revised units as we needed to during the semester.”

School year 1997-98, the first year of a three-year plan, was a learning experience that Alexander plans to build on. Pending council approval, the school plans to participate in Different Ways Of Knowing (DWoK) and give faculty members a choice in participation in the integrated curriculum.

“These 135 children all had to work together to make activities, field trips and performances a success,” Alexander said. “They learned that

they all have something to offer, that art is not always an individual thing but can be very much a team effort where everyone counts, regardless of the task.”

For more information about New Haven Elementary's Arts Connection Program, call Norita Alexander at (606) 384-5325.

## ADVICE

- Don't try to do too much at once; start out small. “That's one of the mistakes we made — we were too ambitious. We wound up combining integrated social systems, which would have been Unit III, with the community unit,” Alexander said.
- Be flexible; don't get discouraged.
- Be sure content areas are integrated.
- Get a long-term commitment of resources from your administration.
- Be sure all teachers connect their units together.
- Don't expect overnight success.



Photo by Rick McComb

Kyne Franks of the Cincinnati Arts Association worked with students at New Haven Elementary on an interpretation of their community through dance and movement.

## Volunteer coalition schedules workshops

The Kentucky Coalition of School Volunteer Organizations has scheduled fall workshops for principals, teachers and Title I coordinators. All will begin at 9 a.m. and end at 3 p.m. local time.

- Eastern Kentucky: Big Sandy Area Development District, 100 Resource Drive, Prestonsburg; Oct. 9
- Western Kentucky: Purchase Area Development District, 1002 Medical Drive, Mayfield; Oct. 9
- Northern Kentucky: Northern Kentucky Area Development District, 16 Spiral Ave. Florence; Oct. 16
- Southern Kentucky: Cumberland Valley Area Development District, 34 Old Whitley Road, London; Oct. 9
- Central Kentucky: Lincoln Trail Area Development District, 613 College St., Elizabethtown; Oct. 16

The registration fee of \$45 per person covers supplies and lunch. Purchase orders or checks are accepted. For more information, contact Nancy Rogers at (502) 692-1300 or [nrogers@kih.net](mailto:nrogers@kih.net).

## Civil War heritage material available to teachers

Teachers may incorporate information about Kentucky's Civil War Heritage Trail into their curriculum with material from the state Department of Travel Development.

The trail is part of the Civil War Discovery Trail, which links more than 500 sites in 28 states to tell the story of the American Civil War and its impact on the nation's development.

The department has produced a booklet with information about Kentucky's role in the Civil War and related places of interest throughout the state. The booklet may be ordered from the department by calling (800) 225-TRIP (225-8747).

For details, contact Don Peck, Heritage and Cultural Tourism, 22nd Floor, 500 Mero St., Frankfort, KY 40601; (502) 564-4930; [dpeck@exch.tour.state.ky.us](mailto:dpeck@exch.tour.state.ky.us).



Cheryl D. King

## King named to assessment post

Cheryl D. King, a former teacher, principal and deputy superintendent, is the Department of Education's new associate commissioner for assessment and accountability. King will guide changes in student testing and school accountability that were initiated by the 1998 General Assembly.

After 10 years as a middle school music teacher for Owensboro Independent Schools, King moved to administration in 1980, moving through positions in career development programs, community relations, principal and central office administration. In 1996 Gov. Paul Patton named her commissioner of the Department of Adult Education and Literacy in the Workforce Development Cabinet. She became the cabinet's deputy secretary earlier this year.

King earned a doctorate from George Peabody College for Teachers at Vanderbilt University in Nashville in 1986. She has a master's degree from Western Kentucky University and a bachelor's degree from Kentucky Wesleyan College.

## Oops!

An incorrect e-mail address for Department of Education community relations director Robyn Oatley appeared in the August issue. The correct address is [roatley@kde.state.ky.us](mailto:roatley@kde.state.ky.us).



## Department news now on the Web

The Department of Education's news releases and advisories are now posted on the World Wide Web, adding to the site's store of information. Each release and advisory contains hot links to e-mail addresses, programs, outside agencies and other sites on the Web.

To access the releases and advisories, go to the department's Web site at [www.kde.state.ky.us](http://www.kde.state.ky.us), then click on "News, Videos, Publications and

Teleconferencing." From there, click on "News Releases."

The most recent releases and advisories are listed directly on the page. Older releases and advisories are archived under the month or year in which they were issued. Recent releases and advisories also are placed in the "What's New" link, accessible from the department's home page.



## 'Inside Kentucky Schools' now on more stations at more times

*Inside Kentucky Schools*, the Kentucky Department of Education's twice-monthly half-hour video magazine, will begin its 1998-99 broadcast year on Saturday, Sept. 12, with more viewing opportunities for its audience. Watch new editions of *Inside Kentucky Schools* at noon ET (11 a.m. CT) on the second and fourth Saturdays of every month on KET stations. Each program will repeat at 5:30 ET (4:30 CT) on those days on KET2. A number of cable channels broadcast the program, too. Consult local TV schedules for dates and times.

The department's video production staff has been busy over the summer months putting together segments to help viewers better understand and keep up to date on Kentucky's new accountability and testing system. Other segments of the program will feature Kentucky teachers and students and their innovative approaches to learning.

### Watch on Sept. 12 . . .

- The Governor's School for the Arts
- Jessamine County cyber reporters who covered last spring's NASA

space shuttle launch

- a lesson in economics and the food service industry at Hazelwood Elementary in Jefferson County
- Dayton Independent Schools' back-to-school festival sponsored by the local family resource and youth services centers.

### Watch on Sept. 26 . . .

- arts training for teachers in a joint project between Ashland Oil and the Kentucky Center for the Arts
- Character Counts, a program to promote appropriate behavior in schools
- Harlan County Schools' Water Watch program
- girls repairing and building computers during two summer programs
- the Governor's Scholars program

To check what's on tap for future editions of *Inside Kentucky Schools* or to get information about ordering video copies of programs you missed, visit the program's Web page. Go to [www.kde.state.ky.us](http://www.kde.state.ky.us), click on "News, Videos, Publications and Teleconferencing," then "Inside Kentucky Schools."



# The spotlight shines on arts and humanities

## Celebrate National Arts and Humanities Month

October is National Arts and Humanities Month, a coast-to-coast celebration of culture in America. The National Cultural Alliance, a coalition of more than 50 national organizations representing more than 23,000 cultural institutions and agencies, offers "101 Things You Can Do to Celebrate National Arts and Humanities Month." To request the list and other information about arts education and awareness, phone Americans for the Arts at (202) 371-2830 or visit [www.artsusa.org](http://www.artsusa.org) on the World Wide Web.

For arts resources closer to home, call or visit the Web sites of these organizations:

- Kentucky Arts Council — Go to [www.kyarts.org](http://www.kyarts.org) for grant information and application forms, leads to fellowships and programs of interest to teachers, links to dozens of national and state arts organizations and resources. Phone John S. Benjamin, director of arts in education programs, at (502) 564-3757 or toll free at (888) 833-2787 with questions.

- Kentucky Educational Television, KET Distance Learning in Humanities — Go to [www.dl.ket.org/humanities](http://www.dl.ket.org/humanities) for access to galleries of music, architecture, sculpture and painting; teacher and student resources; e-mail links to the humanities distance learning staff. Also at this site is a complete agenda for "Humanities Through the Arts," a course scheduled to begin in January (details elsewhere on this page). Phone KET Distance Learning toll free at (800) 333-9764; call humanities instructor Liz Coogle directly at (606) 258-7146.

## Humanities classes begin in January on KET

Kentucky Educational Television's Distance Learning in Humanities will offer "Humanities Through the Arts" during the spring semester (January through early June).

KET designed the 66-lesson course to fit a variety of school schedules and calendars. Teachers may enroll high school classes and serve as classroom facilitators for the course, or they may register to use the course as a professional development resource. There is no cost, but teachers must either enroll or register to obtain a password for tests, keys and classroom resources.

A complete class agenda is posted on the Web at [www.dl.ket.org/humanities](http://www.dl.ket.org/humanities). For additional information, phone KET Distance Learning in Humanities toll free at (800) 333-9764, or contact Liz Coogle at (606) 258-7146 or [lcoogle@ket.org](mailto:lcoogle@ket.org).

## Book ties architects with core content

"American Architects" by Kentucky author and art educator Joanne K. Guilfoil is a resource for integrating art and social studies in middle and high schools. The book includes profiles of major architects (including two whose styles are evident in Kentucky), the times in which they lived, related vocabulary terms, discussion questions, hands-on art lessons and learning activities for students, plus lists of resources for teachers.

For information about the book's

contents and applications, contact Joanne K. Guilfoil, Combs 112, College of Education, Eastern Kentucky University, Richmond, KY 40475-3111; (606) 622-2163.

To order the book, contact Crystal Productions, Box 2159, Glenview, IL 60025-6159; (800) 255-8629; [custserv@crystalproductions.com](mailto:custserv@crystalproductions.com). Please note the reference code Guilfoil BK-5867. The cost is \$35.95.

## Arts Council publishes new resource for teachers

The Kentucky Arts Council has published a new book that can help educators integrate the various arts disciplines into their teaching of the arts and other core curriculum areas. "Responding to the Arts," compiled and edited by Judy Sizemore, is the result of collaboration among artists and educators statewide.

"We designed the book as an aid to our Artists in Residence programs, but we think it can be helpful to anyone seeking better ways to teach the arts to students," said John Benjamin, director of the council's arts in education programs. "With this in mind, the council will provide a copy to any school that requests one."

Benjamin said schools are welcome to make as many copies of the loose-leaf book as they need. The council also plans to post the book on the Web ([www.kyarts.org](http://www.kyarts.org)) in early September.

Schools not yet linked to the Internet may request a copy of the book by calling Bridget Richardson at the Kentucky Arts Council at (888) 833-2787 or (502) 564-3757.

## Free workshop presents music as a teaching tool

The International Bluegrass Music Association invites teachers to a workshop, "Using Bluegrass Music to Teach Core Content Assessment Criteria for Arts and Humanities at the Elementary Level in Kentucky Schools," scheduled for 10 a.m. to 4 p.m. Saturday, Oct. 24, at the Galt House in Louisville.

The workshop will offer sample lesson plans, handouts, resource lists and teacher-focused presentations:

- elementary education specialist James Atkinson (via video), on using country music to meet core content criteria

- John Benjamin of the Kentucky Arts Council, on funding and artist-in-residency options

- Gloria Pennington, on resources and programs of the National Music Foundation Education Initiative

- Beck Schofield, on resources and field trip opportunities at the International Bluegrass Music Museum in Owensboro

- Faye King, Stanton Elementary School principal, with a case study in using bluegrass music to teach at the elementary level

Participants will be the association's guests at the Bluegrass Fan Fest, an event featuring major bluegrass musicians, master workshops, an exhibit hall, storytelling sessions and an old-time music dance.

The event is free for teachers. Participants seeking professional development credit will receive a certificate at the end of the six-hour course. To register or request details, contact the association's Nancy Cardwell at (888) 438-4262, (502) 684-9025 or [ibma1@occ-uky.campus.mci.net](mailto:ibma1@occ-uky.campus.mci.net).



# THE Bulletin Board

By Lisa York Gross  
Kentucky Department of Education

## IAIE conference planned

The 16th annual conference of the International Alliance for Invitational Education is scheduled for Oct. 15-18 at the Hyatt Regency in Lexington. The event will demonstrate how educators can infuse their schools with spirit and motivate staff, students and parents to achieve higher goals.

Information about IAIE is available at [www.uncg.edu/ced/iaie](http://www.uncg.edu/ced/iaie) on the Internet.

CONTACT: Sue Bowen, conference director; (606) 873-4701, ext. 225

## KMSA Conference set for Bowling Green

The Kentucky Middle School Conference is set for Oct. 22-24 at the University Plaza Hotel and Conference Center in Bowling Green. Highlights will include sessions on curriculum design, unit development, instructional innovations and assessment updates.

Featured speakers include Heidi Hayes Jacobs, a nationally known curriculum development practitioner who has worked with more than 1,000 schools throughout the country, and Santo Pino, director of the Manatee Education Center and a South Region Trustee of National Middle School Association.

Registration brochures are available from KMSA regional directors and officers. Send inquiries by e-mail to [fwsalyer@kde.state.ky.us](mailto:fwsalyer@kde.state.ky.us); [kvinc98651@aol.com](mailto:kvinc98651@aol.com); [lwatkings75@butler.k12.ky.us](mailto:lwatkings75@butler.k12.ky.us); or [cmckee@fayette.k12.ky.us](mailto:cmckee@fayette.k12.ky.us).

## Event offers support to new teachers

The Kentucky Alliance of Black School Educators and the Kentucky Department of Education will host "Teachers Who Want to Can — and Do — Make a Difference," Sept. 25 and 26 at the Harley Hotel in Lexington. The conference goals are to orient new teachers to the profession, enhance the professionalism of experienced educators and form a network of educators who work to make a difference in the lives of children.

Networking and learning opportunities are scheduled from 6 p.m. to 9:30 p.m. on Sept. 25 and from 8:30 a.m. to 4 p.m. on Sept. 26. Eight hours of professional development credit are available.

CONTACT: Kathryn Wallace, (502) 573-4606 or [kwallace@kde.state.ky.us](mailto:kwallace@kde.state.ky.us); C. Jean Clemons, (502) 239-6596; Michelle E. Patrick, (502) 451-4520

## Public invited to discuss environmental education

Teachers and the general public have three opportunities during October to discuss statewide improvement of environmental education. A master plan is being developed that will make recommendations in four areas: improved coordination of environmental education services; improved training for educators; improved environmental literacy for adults; and new guidelines for materials and instructional techniques.

The Kentucky Environmental Education Council will hold public meetings at 7 p.m. local time at the following sites: Days Inn, Madisonville, Oct. 8; Springs Inn, Lexington, Oct. 13; Holiday Inn, Prestonsburg, Oct. 20.

CONTACT: Jane Wilson, executive director, Kentucky Environmental Education Council, 663 Teton Trail, Frankfort, KY 40601; (800) 882-5271

## Arts Council offers grants

The Kentucky Arts Council's Teacher Incentive Program (TIP) is offering matching grants for artists-in-residence. P-12 teachers may apply for the grants, which pay up to \$525 per week. Matching funds of \$275 per week may be obtained from local funds. The amount covers the artist's stipend, travel, subsistence and housing expenses.

In TIP, teachers work directly with artists to design projects that involve students and teachers directly in the creative process during the artists' five- or 10-day residencies. The artists may be selected from those approved by the council's Artists in Residence program or from local artists who meet the same guidelines.

The application deadline is Oct. 15. Information is available on the Web at [www.kyarts.org](http://www.kyarts.org).

CONTACT: John S. Benjamin, (888) 833-2787 (toll free); (502) 564-3757; [jbenjamin@arts.smag.state.ky.us](mailto:jbenjamin@arts.smag.state.ky.us)

## Fulbright Teacher Exchange Program seeking applicants

The Fulbright Teacher Exchange Program provides one-to-one exchanges of U.S. and international teachers. The program, offered in 26 countries, is open to all P-12 teachers. Participants must secure a leave of absence with pay from their home institutions, then trade classrooms with teachers in another country. Eligibility requirements include U.S. citizenship, bachelor's degree or higher, at least three years of full-time teaching and current full-time employment.

The application deadline for the 1999-2000 school year is Oct. 15. Program details are available at [www.grad.usda.gov/International/ftpe.html](http://www.grad.usda.gov/International/ftpe.html) on the Internet.

CONTACT: Fulbright Teacher Exchange Program, ATTN: FCS, 600 Maryland Ave. SW, Suite 320, Washington, DC, 20024-2520; (800) 726-0479; [fulbright@grad.usda.gov](mailto:fulbright@grad.usda.gov)

Non-Profit Organization  
U.S. Postage  
PAID  
Winchester, Kentucky  
Permit No. 7

# Kentucky Teacher

## INSIDE THIS ISSUE:

Teachers Talk about CATS . . . . .	1, 8, 9
'Forum' question . . . . .	2
KETS on schedule . . . . .	3
Elementary students as tech consultants . . . . .	4
Science in the workplace . . . . .	5
Award-winning teaching strategies . . . . .	6, 7
Research on state assessment . . . . .	10
A taste of economics education . . . . .	11
Connecting arts and academics . . . . .	12
News and opportunities . . . . .	13-15

Commissioner of Education . . . . . Wilmer S. Cody

Associate Commissioner . . . . . Hunt Helm  
for Communications and Planning

Director . . . . . Armando Arrastia  
Division of Public Information

Editor . . . . . Fran Salyers

Copy Writers . . . . . Sharon Crouch Farmer  
Faun S. Fishback  
Lisa York Gross

Photographer . . . . . Rick McComb

Graphics and Design . . . . . Susie Morrow, Manager  
Barbara Burch  
Bill Davis  
Michael Gray



*Kentucky Teacher* is published by the Kentucky Department of Education for teachers, school administrators, counselors, support staff, parents, students, legislators, community leaders and others with a stake in public education. Please address correspondence to *Kentucky Teacher*, 1914 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601; e-mail [kyteach@kde.state.ky.us](mailto:kyteach@kde.state.ky.us).

The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services. Alternate formats of this publication are available upon request.

Printed with state funds by the Winchester Sun, Winchester, Ky., on recycled paper



# Kentucky Teacher

News for the Nation's Most Innovative Educators

SEPTEMBER 1998



Photos by Rick McComb

**FACING CHANGE** — Barbara Unseld's face reflects a range of thoughts and emotions during a full day of discussion and consensus building. Unseld, who teaches social studies at Jefferson County Traditional Middle School, met with more than 120 other teachers on Aug. 13 to develop a blueprint for tests in Kentucky's new accountability system.

"I'm going back to school and spread the word that teachers have more say than we think we do."

Dwayne Roberts — Teacher, Eminence Middle School

See Pages 1, 8 and 9 for more comments from Kentucky teachers directly involved in developing the Commonwealth Accountability Testing System.